

**2019-2020 Perkins Reserve Grant****COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**NOGA ID: 

Authorizing Legislation

**Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, 5112(a)(1)**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from **July 1, 2019 – August 31, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

No attachments are required to be submitted with this application.

**Amendment Number**Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): **Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
Address  City  ZIP  Phone   
Primary Contact  Email  Phone   
Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |                                                                                     |                                                                            |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                 |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  |                                                                            |

Authorized Official Name Title Email Phone Signature Date Grant Writer Name Signature Date ☒ Grant writer is an employee of the applicant organization.☐ Grant writer is **not** an employee of the applicant organization.RFA #  SAS # **2019-2020 Perkins Reserve Grant\***

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**701-19-104-029**

**Shared Services Arrangements**

SSAs are **not** permitted for this grant. Check the box below if applying as a fiscal agent.

- ☐ The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Shortage in labor market needs for PetroChemical industry	Create programs of study to align secondary to post-secondary and workforce needs. See plan design on TEA program requirement 2.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the grant period, 60% of students enrolled in a petrochemical pathway developed by the grant partnership will complete a related industry based certification or work-based learning opportunity. The 60% goal ties directly to the 60x30TX initiative.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By the end of the first grant quarter, a comprehensive college and career pathway will be developed by the tri-agency regional planning team. This pathway will include all key components described in the grant guidelines. Professional development on the implementation of the pathway will be provided to school counselors and administrators to support student enrollment.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Semester benchmarks will be given by each high school participating in the grant program. Data will be collected by Region 5 Education Service Center staff to check alignment with the 60% completion goal.

**Third-Quarter Benchmark**

Semester benchmarks will be given by each high school participating in the grant program. Data will be collected by Region 5 Education Service Center staff to check alignment with the 60% completion goal.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Benchmark exams will be collected by each campus and this data will be sent to Region 5 ESC. Region 5 and the partner organizations, including campus level teachers, will use the data to collaborate on a needs assessment and determine which skills need to be mastered by students. The group will then develop a plan to resolve the skill gaps.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- ☒ 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☒ 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- ☒ 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☐ 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

**TEA Program Requirements**

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

Region 5 ESC met with area partners at the Tri-Agency Summit last fall. At this event, our group began a needs assessment regarding labor market data and regional pathway development. Partner organizations for the summit discussion included Beaumont ISD, Lamar Institute of Technology, Lamar State College Port Arthur, Southeast Texas Workforce Board, Golden Triangle Business Round table and the Kountze Economic Development Council.

The Southeast Texas Tri-Agency planning team received data on high-wage and in-demand occupations from state agencies while attending the summit. Based on our discussion and prior work of our Southeast Texas Petrochemical Industry Sector partnership, we are focusing on the pathways included in the petrochemical industry. Additional partners will be added to complete grant requirements. ISD partners - Beaumont ISD, Kountze ISD, West Hardin ISD, West Orange Cove ISD and Little Cypress- Mauriceville CISD; IHE Partners- Lamar Institute of Technology and Lamar State College Port Arthur; Business and Industry partner - Workforce Solutions Southeast Texas will be our connection to individual partners. Region 5 ESC will be the fiscal agent and intermediary.

Our partnership will focus on three areas of occupations: process operating, instrumentation and engineering. Some of the occupations included in these groups are electrician, process control technician, mechanical engineer, chemical engineer, environmental engineer and machinists.

**TEA Program Requirements**

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

Region 5 will divide the project design into three phases: planning, implementation and evaluation. During the planning phase, partner organizations will convene to develop a program of study for the Petrochemical Industry, identify work based learning opportunities and create a time line for implementation during the 19-20 school year. In addition, a needs assessment will be conducted to evaluate school district equipment, technology and curriculum needs. Professional development will be provided to relevant stakeholders on alignment of curriculum, incorporating soft skills into coursework and student advisement while enrolled in the Petrochemical program of study.

Implementation is the second phase of our design. During this time, LEAs will enroll students in chosen programs of study and deliver instruction. Ongoing progress monitoring will be measured by quarterly benchmarks reported to Region 5. Partner organizations will meet after each benchmark session to evaluate and develop supports for each program. All convened meetings will be facilitated by Region.

Upon completion of the semester, students are expected to have finished curriculum for courses on their program of study, relevant work based learning experience and industry valued certifications as applicable. Partner Organizations will meet to conduct the evaluation portion of our design after the school year ends. We will use district benchmark data and an end of year needs assessment to ensure success of future student outcomes and begin our sustainability plan.

TEA Program Requirements

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

Please see attached crosswalk highlighting the associates degree in process operating in the petrochemical program of study. F designates Fall and S designates spring. The course that is aligned through PEIMS is also indicated on this crosswalk.

In addition, a transfer and articulation agreement currently exists between the Associates of Applied Science degree (for Process Operating) at Lamar Institute of Technology and the Bachelor of Science degree in Industrial Technology at Lamar University. When a student completes either of these associate's degrees, they get a block transfer of 30 hours for their technical credit that transfers directly to their program specific courses in the BSIT program. Additionally, the 15 hours core classes required for the associates transfer to the BSIT core (for a total of 45 hours that transfer). The BSIT program at Lamar is currently offered completely online as an option. So students completing either of these associate's degrees can go directly to work , transfer their associates to the BSIT program and continue their bachelor's degree by taking online classes flexibly as their schedule allows while being fully employed.

There is flexibility in this plan for a school district to offer this as a secondary pathway only, without the associates degree, which will tie to coursework in a post-secondary institution after graduation. This is one example of a crosswalk. The partners in this grant will develop crosswalks for additional programs of study.

**TEA Program Requirements**

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

Upon completion of the 19-20 school year, partner organizations will meet to evaluate strengths and target weaknesses of the program. Once a plan is put in place to address targeted weaknesses, partner organizations will present a process model for the alignment of the Petrochemical program of study to all school districts in Region 5. Teacher externships with business and industry will be provided to teachers in preparation of their implementation of the program of study. Going forward, the Petrochemical Industry Sector Partnership will continue to convene and provide advice on the Petrochemical program of study.

Eventually, our goal would be to replicate this process with other areas of labor market need such as health science and construction.

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

Partner organizations will provide at least one contact to complete the goals of the grant. Region 5 will have three program coordinators (CTE, MATH, SCI) and one program assistant partnering on this team. In addition, the Region 5 grant writer will be available to assist with coordination of the grant.

Region 5 continually collaborates with cross-sector partnerships and multi-stakeholder grants. Recently, we participated in a college prep course grant (AVATAR) program, Reading Excellence Team Grant and Lesson Study Project. Locally, the CTE program coordinator serves on several cross-sector teams, including the Petrochemical Industry Sector Partnership and Leadership Southeast Texas, a local 501c3.

Professional development in work-based learning was provided last semester for our ISDs and technical assistance is available for work based learning questions.



**TEA Program Requirements**

6. **FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

**TEA Program Requirements**

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

**TEA Program Requirements**

8. **FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

9. **FOCUS AREA 2 APPLICANTS:** Explain efforts that have already been made to ensure success during the grant period.

**TEA Program Requirements**

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**5A: Assurances**

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity.

Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Partial payroll for three program (CTE, Math, Sci) coordinators, one program assistant, one grant manager

\$125,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Contracted Services - Partner Organizations, Stipends for teacher

\$200,000

Building Use, Equipment Lease

\$25,000

Room Rental and Printing Costs

\$20,000

**SUPPLIES AND MATERIALS (6300)**

General Supplies

\$39,000

**OTHER OPERATING COSTS (6400)**

Travel for partners to attend required meetings

\$30,000

Local Travel

\$1,000

**CAPITAL OUTLAY (6600)**

Technology

\$60,000

Equipment

\$200,000

**Total Direct Costs** \$700,000**Indirect Costs**

0

**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)** \$700,000

**Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)**

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

**Negotiated/Amended Section**

**For amendments: Choose the section you wish to amend from the drop down menu.**

**Negotiated Change/Amendment**

**For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.**

▼

FOR TEA USE ONLY

Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_

Via phone/fax/email by TEA staff person \_\_\_\_\_

▼

FOR TEA USE ONLY

Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_

Via phone/fax/email by TEA staff person \_\_\_\_\_

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